Homewood Elementary

108 North Clemson Circle
Conway, SC 29526

Grades	PK-5 Elementary School	
Enrollment	645 Students	
Principal	Penny Foye	843-365-2512
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Average**	**Average**
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Good	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating
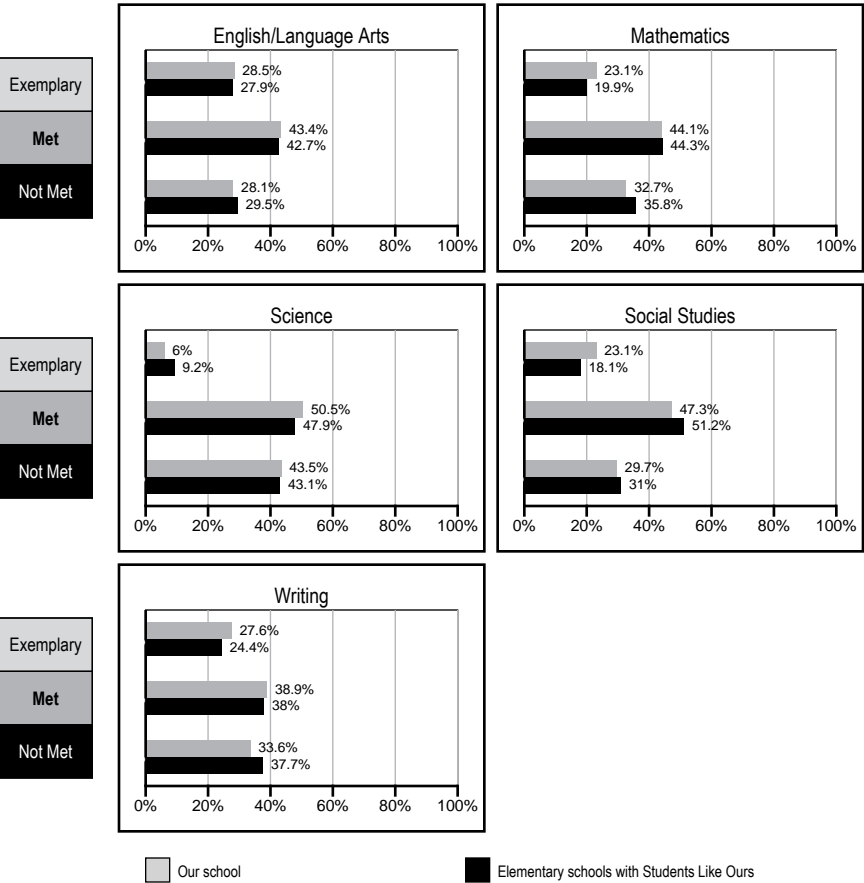
| Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.9% |

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	5	86	28	2

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	28.5%	27.9%
Met	43.4%	42.7%
Not Met	28.1%	29.5%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	23.1%	19.9%
Met	44.1%	44.3%
Not Met	32.7%	35.8%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	6%	9.2%
Met	50.5%	47.9%
Not Met	43.5%	43.1%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	23.1%	18.1%
Met	47.3%	51.2%
Not Met	29.7%	31%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	27.6%	24.4%
Met	38.9%	38%
Not Met	33.6%	37.7%

Our school
Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=645)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.6%	2.5%	1.9%
Attendance rate	95.9%	No Change	96.0%	96.3%
Eligible for gifted and talented	9.0%	Down from 13.2%	6.4%	10.0%
With disabilities other than speech	13.2%	Down from 14.2%	9.0%	7.7%
Older than usual for grade	0.2%	Down from 0.7%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	61.2%	Up from 47.2%	57.0%	59.4%
Continuing contract teachers	67.3%	Up from 62.3%	76.5%	80.0%
Teachers with emergency or provisional certificates	4.8%	Up from 2.6%	0.0%	0.0%
Teachers returning from previous year	81.0%	Down from 82.4%	84.8%	85.9%
Teacher attendance rate	94.1%	Down from 94.3%	95.0%	95.1%
Average teacher salary*	$45,374	Up 2.9%	$46,012	$47,149
Professional development days/teacher	17.2 days	Up from 14.5 days	11.7 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 17.0 to 1	18.0 to 1	18.8 to 1
Prime instructional time	87.3%	Down from 89.0%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	15.7%	Down from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$9,519	Up 18.4%	$7,711	$7,458
Percent of expenditures for instruction**	66.9%	Down from 67.6%	68.0%	68.8%
Percent of expenditures for teacher salaries**	46.6%	Down from 62.5%	62.3%	63.2%

*   Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

This has been an exciting year at Homewood with a focus on reading, math, and technology integration. We are proud of our students' progress. We continue to celebrate our recognition as a Red Carpet School. We are proud to share that 91% of kindergarten students are reading at level 4 or higher. Approximately 80% of first graders are reading at level 16 or higher, and 86% of second graders are reading at a level 28 or higher. We attribute this growth to increased focus on guided reading instruction and progress monitoring through DIBELS. Our use of Reading Mastery and Corrective Reading programs in our primary and elementary resource and self-contained classrooms enable us to identify and support our struggling readers. Other beneficial programs like Reading with Meaning, Top Reader's Club, Read Naturally, and Chuckwagon Bill's Grammar programs are used as intervention tools with students in grades 1-5 in our computer lab. We use certified teachers to target small group instruction for students who need additional assistance during the school day. In an effort to assist our struggling readers in first grade, a Reading Recovery Teacher was hired. Our PTO bought 20 Smart Boards for grades 3-5. Our staff has risen to the challenge to use more technology with 25 teachers participating in the District laptop initiative to integrate technology in the classroom. Students from Coastal Carolina University served as mentors for fourth and fifth grade students. Our Title I Parenting programs received state recognition as we work with our parents to address their educational needs. In an effort to increase parental involvement, we hosted a semi-formal dance with 400 parents attending this family function, a Fall Family fitness night event, a hands-on family curriculum night (with a focus on math), and a Reading Rodeo to celebrate our summer reading initiative. We look forward to another successful year at Homewood. We know that with the right attitude, we can only expect to keep soaring to new altitudes. Penny Foye, Principal Frankie Moore; School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	96	51
Percent satisfied with learning environment	86.5%	77.7%	88.0%
Percent satisfied with social and physical environment	91.9%	75.8%	86.0%
Percent satisfied with school-home relations	72.2%	82.3%	90.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	95.9%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable	N/AV–Not Available	N/C–Not Collected	N/R–Not Reported	I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	301	100	28	43.6	28.4	85.8	86.5	82.8	Yes	Yes
Gender										
Male	151	100	30.7	42.9	26.4	81.4	83.4	79.3	N/A	N/A
Female	150	100	25.4	44.4	30.3	90.1	89.7	86.5	N/A	N/A
Racial/Ethnic Group										
White	152	100	14.5	46.9	38.6	94.5	91	89.5	Yes	Yes
African American	131	100	38.7	42.9	18.5	80.7	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	92.3	I/S	I/S
Hispanic	17	100	64.7	23.5	11.8	47.1	78.4	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	82.5	I/S	I/S
Disability Status										
Disabled	64	100	44.1	47.5	8.5	71.2	63.1	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	71.4	21.4	7.1	42.9	74.2	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	242	100	33	42.4	24.6	83	81.6	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	301	100	32.6	44.3	23	77.7	83.7	78.9	Yes	Yes
Gender										
Male	151	100	36.4	39.3	24.3	73.6	81.9	77	N/A	N/A
Female	150	100	28.9	49.3	21.8	81.7	85.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	152	100	20.7	45.5	33.8	86.9	89.2	87.2	Yes	Yes
African American	131	100	47.1	42	10.9	66.4	68	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	93	I/S	I/S
Hispanic	17	100	35.3	47.1	17.6	76.5	78.1	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	79.5	I/S	I/S
Disability Status										
Disabled	64	100	59.3	37.3	3.4	61	53.2	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	13	100	42.9	42.9	14.3	71.4	76	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	242	100	38.4	42	19.6	72.3	77.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	196	100	43.5	50.5	6	56.5	73.1	67.5
Gender								
Male	104	100	45.4	48.5	6.2	54.6	72.2	67
Female	92	100	41.4	52.9	5.7	58.6	73.9	68
Racial/Ethnic Group								
White	91	100	27	62.9	10.1	73	80.8	79.5
African American	89	100	58.2	39.2	2.5	41.8	51.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	84.3
Hispanic	15	100	N/AV	N/AV	N/AV	40	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
Disability Status								
Disabled	43	100	62.5	35	2.5	37.5	40.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	12	100	N/AV	N/AV	N/AV	38.5	57.3	59.6
Socio-Economic Status								
Subsized meals	167	100	47.4	46.8	5.8	52.6	64.3	55.1
Social Studies								
All Students	196	100	29.5	47.5	23	70.5	76.4	72.3
Gender								
Male	98	100	31.1	44.4	24.4	68.9	75.6	71.5
Female	98	100	28	50.5	21.5	72	77.3	73.2
Racial/Ethnic Group								
White	102	100	18.8	52.1	29.2	81.3	82.4	80.7
African American	83	100	42.1	42.1	15.8	57.9	59.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	88.5
Hispanic	11	100	36.4	45.5	18.2	63.6	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	72.2
Disability Status								
Disabled	43	100	55	42.5	2.5	45	47.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	68.3	67.9
Socio-Economic Status								
Subsized meals	151	100	35.5	45.7	18.8	64.5	68.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	301	98.3	32.9	39.3	27.9	67.1	76.3	70.2	95.9	96
Gender										
Male	152	98	43.6	36.4	20	56.4	69.4	63.2	95.7	96
Female	149	98.7	22.1	42.1	35.7	77.9	83.3	77.5	96.2	96.1
Racial/Ethnic Group										
White	154	97.4	21.7	43.4	35	78.3	82.4	79.1	95.5	95.7
African American	129	100	41.7	37.5	20.8	58.3	59.4	57.6	96.2	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.1	86.2	96.3	97.2
Hispanic	17	94.1	68.8	12.5	18.8	31.3	67.7	62.6	96.9	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.3	68.7	94.7	95.4
Disability Status										
Disabled	64	96.9	81	17.2	1.7	19	34.2	26.1	95	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
English Proficiency										
Limited English Proficient	14	92.9	69.2	15.4	15.4	30.8	64.6	61.2	97	97.1
Socio-Economic Status										
Subsized meals	243	99.2	37.4	39.6	22.9	62.6	68.2	58.9	95.8	95.7

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	96	100	28.9	35.6	35.6	71.1
	4	91	100	42.4	36.5	21.2	57.6
	5	114	100	15.9	56.1	28	84.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	96	100	40	38.9	21.1	60
	4	91	100	30.6	47.1	22.4	69.4
	5	114	100	28	46.7	25.2	72
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	48	100	60	33.3	6.7	40
	4	91	100	45.9	48.2	5.9	54.1
	5	57	100	25.9	68.5	5.6	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	48	100	28.9	48.9	22.2	71.1
	4	91	100	34.1	47.1	18.8	65.9
	5	57	100	22.6	47.2	30.2	77.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	96	97.9	29.5	34.1	36.4	70.5
	4	91	96.7	45.2	34.5	20.2	54.8
	5	114	100	25.9	47.2	26.9	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample